

Town Lane Infant School Design and Technology Long Term Overview – Year 2

Topic	Focus	Knowledge, skills and understanding
<p><u>Autumn</u> Cooking and nutrition – vegetable soup/dip <u>Food Vocabulary</u> Ingredients Hygiene Balanced Healthy Food groups Bridge grip Claw grip Chop Slice Shred Peel Cut Sewing <u>Textiles vocabulary</u> Textiles Needle Thread Piece Rotating Template</p>	<ul style="list-style-type: none"> • Understand the need for a variety of food in a diet • Understand that all food has to be farmed, grown or caught • Use a wider range of cookery techniques to prepare food safely • Understands the different ways in which to join fabrics together: pinning, stapling, gluing • Identify benefits of these techniques • Thread a needle • Sew using a running stitch, with evenly spaced, neat, even stitches to join fabric 	<ul style="list-style-type: none"> • I can use the basic principles of a healthy and varied diet to prepare dishes • I know where food comes from. • I can explain what it means to be hygienic? • I can be hygienic in the kitchen/preparation area • I know what ingredients I can use to make a healthy dish. • I know where the vegetables have come from • I can they add some kind of design to their product? • I can join materials together using a stitch • I can join textiles together to make something • I can they cut textiles • I can they explain why they chose a certain textile
<p><u>Spring</u> Wind up mechanisms (including mock-up) <u>Mechanism Vocabulary</u> Moving part Mechanism Lever Pivot</p>	<ul style="list-style-type: none"> • Explore and use mechanisms e.g. wheels and axles, in his/her products • Choose appropriate tools, equipment, techniques and materials from a wide range 	<ul style="list-style-type: none"> • I can use mechanisms, (for example levers and sliders), in my products. • I can correctly join materials together as part of a moving product • I can add some kind of design to their product • I can evaluate a range of existing products

Town Lane Infant School Design and Technology Long Term Overview – Year 2

		<ul style="list-style-type: none"> • I can evaluate my ideas and products against design criteria • I can explain what went well with my work <ul style="list-style-type: none"> • If I made it again, I can explain what I would improve • I can join things (materials/components) together in different ways
<p><u>Summer</u> Scissor mechanisms <u>Mechanism Vocabulary</u> Moving part Mechanism Lever Pivot Cutting Snipping</p> <p>Tools used during Forest School Sessions to construct animal homes/outdoors</p> <p><u>Construction Vocabulary</u> Construct Structure Bridge Stable Finish</p>	<ul style="list-style-type: none"> • Choose appropriate tools, equipment, techniques and materials from a wide range • Safely measure, mark out, cut and shape materials and components using a range of tools • Cut and assemble components neatly • Select materials according to their characteristics • Follow a design brief • Evaluate and assess existing products and those that he/she has made using s design criteria • Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable 	<ul style="list-style-type: none"> • I can make sensible choices as to which material to use for cutting <ul style="list-style-type: none"> • I can develop my own ideas from initial starting points • I can use mechanisms, (for example levers and sliders), in my products. • I can evaluate my ideas and products against design criteria • I can explain what went well with my work <ul style="list-style-type: none"> • If I made it again, I can explain what I would improve • Can they measure materials to use in a model or structure? • I can use joining, folding or rolling to make my product strong • I can build structures, exploring how they can be made stronger, stiffer and more stable • I can make sensible choices as to which material to use for their constructions • I can consider how to improve their construction

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Specific Vocabulary

KEY WORDS

Please note these definitions of key words which need to be understood in the specific context of primary Design and Technology, across all year groups.

Design

- Plan to do something with a specific purpose in mind
- Do a drawing of something before making it

Designer

- A person who creates a plan for something they want to make

Technology

- using what we know about Science to help us make useful things

Product

- An outcome piece with a function/that does something - not necessarily a thing which can be sold brief the initial instructions that tell us what we need to do in our project

User

- the person who we are designing our product for, whose needs/wants must be considered

Evaluate

- Making a judgement on the product or how it can be made better

Materials

- What we use to make things out of such as wood, glass, plastic etc

Tools

- An instrument used for work such as saw, hammer, knife etc

Brief

- To give information or instructions